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ABSTRACT

The major component of the second year investigation was to study the relative effectiveness of an innovative individualized instructional system in physical education (I CAN) for severely retarded elementary age students. Seven students randomly selected from either an I CAN class or a control class were used for all analyses. Data were collected on a pre-post basis. Of the ten performance objectives, five were statistically significant (p plus or minus .05 favoring I CAN). No significant gains were obtained in favor of the control group. Appended are various forms and schedules used in the investigation. (Author/DB)

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FINAL REPORT
PROGRAMMATIC RESEARCH AND DEMONSTRATION PROJECT IN PHYSICAL EDUCATION FOR THE SEVERELY MENTALLY RETARDED

Grant #G007604892
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FINAL REPORT

YEAR II INVESTIGATION

Project No. 443CH70567
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Year II Grant Period
August 1, 1977 through July 31, 1978

PROGRAMMATIC RESEARCH AND DEMONSTRATION PROJECT IN PHYSICAL EDUCATION FOR THE SEVERELY MENTALLY RETARDED

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United States Office Education
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EC133559

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ABSTRACT

Project Title: Programmatic Research and Demonstration Project in Physical Education for the Severely Mentally Retarded

Project Duration: Year II, August 1, 1977 - July 31, 1978

Grant #G007604892

Initially, the project was funded in August 1976 as a two-year investigation. The major component of the second year investigation was to study the relative effectiveness of an innovative instructional system in physical education (I CAN). The null hypothesis tested was: "There are no significant differences between experimental (I CAN) and the control (non-I CAN) instructional approaches with regard to the individual student's performance achievement for a given performance objective." Seven students randomly selected from each class were used for all analyses. Data were collected on pre-post basis. For all 10 performance objectives taught, the I CAN experimental group finished with a higher number of focal points achieved than did the non-I CAN control group. A ceiling effect occurred on two of the objectives, precluding a meaningful comparison. Of the remaining eight, seven of the adjusted means favored I CAN and one was equal for both groups. Of the seven, five were statistically significant ($p \pm .05$ favoring I CAN). No significant gains were obtained in favor of the control group. The data for this study were a portion of the data used for validating I CAN in Michigan (I CAN Demonstration Program Title IV-C, 1979). JDRP submission was prepared using some of the data from this project.

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CHAPTER I

INTRODUCTION TO YEAR II INVESTIGATION

Problem

The capacity to replicate an instructional program model requires detailed inservice training and implementation materials. I CAN provides teacher oriented instructional materials necessary to systematically teach the content of physical education. The I CAN Implementation Guide and the inservice training program based on consumer needs (personalized to local inservice needs, conditions, and constraints) provide the tools for replicating the implementation process.

The recent development of a replicable system of instruction in physical education (I CAN) for the Severely Mentally Retarded (SMR) provides an alternative to teachers teaching SMR children in physical education. I CAN was developed through four years of the Bureau of Education for the Handicapped (BEH) funding to fill an identified void in instructional program materials. The program has demonstrated its usability and effectiveness in field testing (Wessel, Final Report, ERIC No.: ED121 039 95 EC 082 717). The instructional program model and instructional materials have undergone revision based on data collected during field testing. The Primary Skills Materials with Implementation Guide are published by Hubbard and are available.

The I CAN individualized instructional management system provides for diagnostic-prescriptive teaching of individuals or groups. The instructional program model and materials are organized in such a manner that the total programs or parts can be used to either supplement or establish a local program.

The degree to which the I CAN instructional system is transportable to local school sites of varying contexts is needed information. Like other individually prescribed instructional approaches, implementation requires skills in planning, assessing, prescribing, instructional management, evaluation and modification. To provide for the successful implementation of these teacher behaviors, an inservice training program and a teacher's manual have been designed for users of I CAN. During the course of the field test period, it was learned that these behaviors could be established with the use of a teacher's manual supplemented with inservice sessions.

Upon revision of the manual and instructional materials, the question was, how much inservice education is necessary to assure high quality replication of the instructional in adaption sites. This question was addressed and documented in the first year of the Programmatic Research Project (Wessel, Annual Report). The study indicated that I CAN Implementation Guide and diagnostic-prescriptive teaching resource materials are effective tools for teachers to acquire the competencies to implement the I CAN program. The inservice education approach, with follow-up on-site support services produced higher scores in the implementation skills test than the limited (no support service) approach.

It can be frequently observed that successfully implemented programs continue to function on a local basis only. As data comparing proposals for their relative effectiveness on identical student-teacher variables are seldom available, local schools and districts are reluctant to switch to a novel program. This happens even if the instructional program that is being currently implemented has obvious flaws, and does not meet the population's most urgent needs.

The concern for establishing quality programming in the delivery of physical education services to mentally retarded children of elementary school age (5-14) is the basis for this investigation. The investigation provides information regarding the relative effect of I CAN in comparison with a traditional approach in the delivery of physical education services. The two approaches include individualized instruction based on students' assessed needs as implemented by the I CAN instructional system and the traditional games and activities instructional program (non-I CAN).

The instructional games and activities approach and certain variations of it represent the approach to physical education instruction provided to the majority of mentally retarded students. I CAN provides an alternative in the form of a replicable system of instruction for individualizing learning programs that can be implemented by either classroom teachers or physical education specialists.

It is well known that the mentally retarded can achieve improved levels of motor performance. However, there is little evidence on how motor performance levels may be improved most efficiently, or how qualitative aspects of the motor skill can be improved. This investigation describes significant relationships between contextual, instructional, student and teacher variables and student performance. Such information is both enabling and prerequisite to conducting controlled experiments of a cause-effect nature necessary to systematically determine specific characteristics of efficient delivery approaches. Research of this type is very sparse in all of education (Dunkin, 1974) and is largely unknown in physical education for mentally retarded students with the exception of Vogel (1974).

Relationship studies followed by controlled experimentation on promising variables is needed for program development and for planning the processes of day-to-day teaching. During the development phase of I CAN, many decisions were based on staff logical analysis followed by reactions from practioners, since there were no meaningful research data available for guidance. Conduct of relationship studies followed by experimentation will do much to alleviate this problem if such studies are linked with the controlled implementation of replicable programs in naturalistic settings. Such data will not only assist new program development efforts but just as importantly will allow existing programs to be improved through identification of influencing variables and dissemination of information concerning their influence to curriculum users. In this way the immediate efficiency of replicable programs could be improved. Similarly, the long-term efficiency of published programs could be improved through changes in subsequent editions based upon the collection of data proposed in this investigation.

An important spin-off to this study concerns the benefits of individually prescribed instruction compared with instruction characterized by lesser degrees of individualization. Individually prescribed instruction, as an

example instructional variable, has received widespread support in the educational community. However, there is little or no research data which directly supports this position, particularly in the delivery of physical education services. This study offsets this void with a comparison of both approaches.

Project Objectives

In line with the preceding discussion of the problem, the following objectives served to focus the investigation for Year II:

1. A comparison of the effects of the two instructional approaches[1] staffed by two prevalent teacher types[2], on elementary SMR performance of selected dependent measures.

2. A description and analysis of the relationships which exist between selected contextual, instructional, student and teacher variables and student outcome variables.

Significance of the Study (Year II)

The Year II programmatic study is significant due to the completion of the following activities:

1. Determining if a specific individualized instructional program (I CAN) is as effective as a traditional program on elementary age SMR student achievement of selected motor skills, fitness, and body awareness.

   Immediate and long-term information regarding program effects on selected educationally relevant behaviors is not currently available to decision-makers responsible for SMR programming in physical education. Information available as a result of the investigation will be most helpful to consumers engaged in either establishing, revising, or evaluating local programs of physical education. The information obtained will also be conducive to comprehensive cost-benefit analysis in that both immediate and base-line data will be available.

2. Determining the relative effects of instructional physical education taught by classroom teachers and physical education specialists.

   Although current delivery of physical education services to SMR populations is split between classroom teachers and physical education specialists, information is not available which favors

[1] Individually Prescribed Instruction (I CAN); a traditional instructional games-activity approach (non-I CAN).

[2] Classroom teachers assigned the responsibility of teaching physical education and physical education specialists.

one teacher type over the other. There have been studies investigating the effect of teacher type on other population groups. For normal students it appears that the specialist is more effective than the classroom teacher (Zimmerman, 1959; Hallstrom, 1965; Workman, 1968). In these comparisons, however, the classroom teachers did not have the benefit of having a structured instructional system. Ross (1960) in a similar comparison with Educable Mentally Retarded (EMR) students found physical education specialists outperforming classroom teachers on only one of four dependent measures. Vogel (1974), using trainable mentally impaired students and prototypes of I CAN, found mixed results according to what specific skills the teachers were teaching. The clarification of the effect of teacher type according to type of content being taught and the approach to instruction used could be highly significant. If classroom teachers (given materials and appropriate inservice work) can teach some of the physical education content (i.e., perhaps body awareness and/or selected fundamental skills) as well as or better than specialists, and specialists in turn are better with other content, then the traditional concept of staffing may be significantly altered. Rather than using either specialists or classroom teachers, a mix of the two may be less expensive and at the same time more effective in terms of student achievement.

3. Determining the relationship between student outcome and selected contextual variables.

   Investigation of this type assists in identifying those variables which appear to be producing desired student behaviors and to what extent. This information should serve as a basis from which to launch experimental studies to determine their influence in a cause-effect relationship.

   Collection of the relationship data has important utility for both immediate and long-term application. Initial use would include dissemination of identified positives and negatives to users of I CAN for their consideration in program planning. Long-term benefits would include systematic design of needed experimentation and subsequent revisions of following editions of the materials.

4. Development of a system for gathering reliable student test data on qualitative elements in physical education from numerous teacher-assessors.

   The development of such a system will provide a structured reliable means of gathering physical education behavioral data on large numbers of students. This will broaden physical education research projects to encompass many geographic areas and increase the number of subjects utilized. Such a system can defray the high cost of transporting staff personnel to perform the assessments. This will allow physical educators to reliably examine the qualitative elements of motor skills in larger numbers.

CHAPTER II

PROJECT PROCEDURES AND MANAGEMENT SYSTEM

Objective-Based Management System

Every organization by its nature should have objectives. It is essential to organizations in education that the identified objectives be firmly established, clearly defined, attainable, and communicated to individuals associated with the organization (Cook, 1971). Objectives provide a framework through which necessary management actions can take place.

The Programmatic Research operated under a management system which included the following components:

1. Identification of Objectives: The objectives were identified based on the overall goals of the research. The objectives serve as an answer to what specifically we are attempting to do.

2. Develop a Plan of Action: Tasks by which each objective could be attained were established.

3. Establish a Schedule: A timetable for completing each task was developed.

4. Measurement of Progress: The tasks and schedule were continually checked for progress. Interim reports were written to document the progress of the project.

The objective-based management systems designed for this project are: 1) the project center control system, 2) the regional cluster coordinator control system, and 3) the evaluation plan by objective. Following is a discussion of each system.

Project Center Control System for Year II: Project activities were identified and then managed in P.E.R.T. fashion by monitoring the congruence between the target dates established for each phase of project activity and the actual date upon which each task is completed. The Central Office Control handled project-wide management tasks like materials distribution, forms, contracts, instruments, data analysis, etc. The major tasks to be completed and an indication of their completion are outlined below by year and quarter.

Year/Quarter	Task	Evidence of Achievement
2.1	Finalize test sites.	1. Filed agreement to participate form.
2.1	Monitors trained.	1. Project report: accuracy associated with monitoring teacher behavior in physical education.
2.1	Student achievement.	1. Project report: accuracy associated with the assessment of SMR student outcomes in physical education.
2.1	Inservice training completed.	1. Filed copy of dates, teachers in attendance, sites, specifications of treatment and trainer reactions.
2.1	Data analysis procedures completed.	1. Working paper: design and analysis approach for determining the effects of two alternative approaches to physical education instruction with two teacher types.
		2. Consultant review of working paper filed.
2.3	Advisory committee review.	1. Record of the committee meetings including agenda, reactions, and recommendations for year two.
2.4	Analysis of immediate effects of data.	1. Project report: effects of instructional approach and teacher type on SMR performance in physical education.
		2. Project report: relationships of contextual, instructional, student and teacher variables to SMR student outcomes in physical education.

The Regional Cluster Coordinator (RCC) System: This management system was designed due to the need to standardize the treatment given to both the experimental and control groups of teachers involved in the study throughout the country. The system allows for replication of the program. The management system provided direction toward the completion of the implementation activities at the RCC sites.

Prior to describing the management system, it would aid the reader's understanding if a description of the rationale for and function of the RCCs was provided. The RCCs insured implementation of the program across various regional locations. By implementing and collecting data on sites across the nation, location effects could be partialed out thereby making the results more generalizable. A second rationale for utilizing RCCs was to enhance a national dissemination network. Materials would be filtered from the central office to the regional clusters. This would provide the LEAs across the nation with readily available sources of information and expert consultation.

The RCCs were responsible for the following:

1. Selecting sites in their region.

2. Directing all activities of the I CAN program at this region.

3. Controlling and recording of all activities in the various non-I CAN programs in their region.

4. Assessment and reassessment of the participating students in both the Experimental and Control groups.

5. Conduct 1-day tool-up workshop.

The RCC management system was presented in an RCC manual which was given to each RCC. The manual provided the RCC with a description of what tasks each RCC should do and when each task should be accomplished. The manual included:

1. Teacher assignments and schedule for control group (see Appendix A).

2. Teacher assignments and schedule for the treatment group (see Appendix A).

3. Regional Cluster Coordinators' Assignments and Schedules (see Appendix B).

4. Suggestions for 1-day workshop (see Appendix B).

5. Procedures and instrumentation for collection of data (see Appendix C).

6. Agreement Forms (see Appendix D).

Evaluation Plan by Objective

The purpose of this evaluation process is to determine the extent to which each proposed objective has been achieved. To accomplish each objective, specific procedures or tasks need to be performed. In the event a required task is not completed as intended, the corresponding objective will fail in achievement. The accomplishment of the identified procedures is vital to the success of each objective. Therefore, to execute the purpose of this evaluation, a close observation of the procedures required to accomplish each objective was conducted.

The procedures completed for Year II objective have been identified as follows:

Objective	Procedures
1. A comparison of the effects of the two instructional approaches staffed by two prevalent teacher types, on elementary SMR performance of selected dependent measures.	1.1 To implement the two instructional approaches with two types. 1.2 To collect student performance data. 1.3 To analyze the student performance data across instructional approach and teacher type.
2. A description and analysis of the relationships which exist between selected contextual, instructional, student, and teacher variables and student performance data.	2.1 To collect student, teacher, contextual data. 2.2 To collect student performance data. 2.3 To analyze the correlation between data collected from 2.1 and 2.2.

The following pages contain a plan for evaluating each procedure.

Key Performance Tasks by Objective	Persons Affected	Behavior	Object of Behavior	Conditions under which behavior will take place	Measurement	Expected level of performance
1.1 To implement the two instructional approaches with two teacher types	27 I CAN teachers 17 NON-I CAN teachers 220 tmi students	Implement the instructional approaches in physical education	Their designated approach to instructing selected primary skills	Quarter 1, 2 Year II	Teacher monitor forms completed by I CAN staff	A minimum of monitor forms completed for each teacher. All teachers have successfully achieved 80% of criteria on monitor forms
1.2 To collect student performance data	220 SMI students	Will be measured on a pre-post test basis	On selected primary skills	Quarter 1,2,3 Year II	1. CPSS completed by teacher for each objective 2. CPSS completed by two I CAN staff members for each objective	1. A minimum of 5 students from each class videotaped 2. CPSS completed for each student on pre and post assessment by each teacher 3. CPSS completed for each student on pre and post assessment by two I CAN staff members
1.3 To analyze the student data	The project evaluation staff	Will analyze student data	Student performance data across instructional approach and teacher type	Quarter 4 Year II	Documentation of the completed analysis	Analysis run for the following: 1. effect on instructional approach on student performance 2. effect on teacher type on student performance 3. interaction effect between instructional approach and teacher type on student performance

Key Performance Tasks by Objective	Persons Affected	Behavior	Object of Behavior	Conditions under which behavior will take place	Measurement	Expected level of performance
2.1 To collect student, teacher and contextual data	Project Staff	Collect filed data	Student, teacher, contextual data	Quarter I Year II	1. Student data forms completed and filed 2. Teacher data forms completed and filed 3. Contextual data form completed and filed	1. 90% student data completed 2. 90% teacher data completed 3. 90% contextual data completed
2.2 To collect student performance data	220 SMI students	Will be measured on a pre-post test basis	On selected primary skills	Quarter 1,2,3 Year II	1. CPSS completed by teacher for each objective 2. CPSS completed by two I CAN staff members for each objective	1. A minimum of 5 students from each class videotaped. 2. CPSS completed for each student on pre and post assessment by each teacher 3. CPSS completed for each student on pre and post assessment by two I CAN staff members

Key Performance Tasks by Objective	Persons Affected	Behavior	Object of Behavior	Conditions under which behavior will take place	Measurement	Expected level of performance
2.3 To analyze data	Project evaluation staff	Will analyze field test data	The relationship between teacher, student and contextual data and student performance data	Quarter 4 Year II	Documentation of the completed analyses	Documentation available indicating the relationship between the variables of interest

Advisory Committee

Michigan State University has a wealth of talented persons available to assist in assuring that the most appropriate research methods and/or tools are utilized to answer the questions posed. In the area of research design, Dr. Andrew Porter, Director of the Office of Research Consultation, is available. Dr. Robert Ebel, Professor (measurement) and Dr. William Schmidt, Professor (multivariate analysis) are all distinguished in their respective fields and can apply current knowledge of their specialty areas to project problems.

The insight and comprehensive perspective of a carefully selected Advisory Committee is invaluable to achievement of anticipated project goals. In view of this, the following persons, all with excellent reputations in the area of education innovation, agreed to serve the project in an advisory capacity for Year II:

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Description of the Two Instructional Programs

The design for this study includes two approaches to physical education. Teachers in the Experimental Group implemented the I CAN approach. Teachers in the Control Group had no knowledge of the I CAN Program and implemented one of several common approaches emphasing either body movements or games.

Treatment One - Experimental Approach (I CAN)

The innovative instructional approach in this investigation consists of the I CAN individualized system of instruction and materials in physical education for handicapped children. The program materials with their Implementation Guide are published by Hubbard and are available. A brief overview of this program follows. I CAN as the alternate approach was completely specified as to content and approach.

I CAN OVERVIEW

I CAN is an objective-based instructional system designed to improve the delivery of physical education services to handicapped populations. It can be used by physical education specialists, classroom teachers, or a combination of both. Design specifications resulted in a program which: 1) provides for diagnostic-prescriptive teaching of students who range in ability from near zero competence to functional competence on a wide variety of physical performance skills and knowledges; 2) is responsive to the needs of local educational agencies to either build a rational program from scratch or selectively select materials to supplement an already existing program; 3) is not dependent on exotic equipment and/or facilities; and 4) provides for user compliance with P.L. 94-142 and other accountability laws when implemented as intended.

The system consists of two major components. A teacher's implementation guide provides the information necessary to appropriately use the instructional materials, and secondly, the instructional resource materials preschool (2-5 years), primary (5-14 years), and secondary (15-25 years) levels guide the systematic teaching of a large variety of independent physical education content (termed performance objectives in the program). Inservice procedures and materials have also been developed to guide the education of teachers and teacher consultants in the use of the system.

The implementation guide provides the information necessary to conduct 1) program planning, 2) long-term planning, 3) assessment of student status, 4) prescription of instruction based on assessed needs, 5) implementation of teaching learning activities associated with prescriptions, and 6) student and program evaluation of the results of instruction. Program planning and long-term planning are concerned with the derivation and appropriate placement of relevant program goals and objectives. Assessment, prescription and teaching chapters describe the mechanics of systematic teaching. The evaluation section describes the procedures necessary for reassessing and reporting student achievements and deciding on instructional and program plan modifications.

The instructional resource materials are divided into preschool, primary and secondary skills. The preschool content includes 29 performance objectives (POs) for ages two through five years. Primary content includes 71 POs for

ages five through 14, and 79 secondary level POs for ages 15 through 25. The PO is the basic element of the materials which is used in program planning. The preschool skills are divided into: seven Locomotor Skills POs, six Object Control Skills POs, six Play Equipment Skills POs, five Body Control Skills POs, and five Participation in Play Situation POs. The primary skills are divided into: Fundamental Motor Skills (12 locomotor and 11 object control POs); Body Management (seven body awareness and 11 body control POs); Health Fitness (six fitness and growth and nine postural control POs), and Aquatics (seven basic skill and eight swimming and entry skills POs). The secondary skills are divided into: Backyard/Neighborhood Activities (seven badminton, two croquet, two horseshoes, four roller skating, and two tetherball POs); Team Sports (eight basketball, three kickball, four softball, and six volleyball POs); Outdoor Activities (two backpacking, four camping, two hiking and six cross country skiing POs), and Dance and Individual Sports (three bowling, seven folk dance, 11 gymnastics and six track and field POs).

Performance objectives are included for both psychomotor (skill) and cognitive objectives. Each skill objective is divided into sequential instructional levels which range in performance competence from near zero to functional. The levels can be generically stated as: 1) assisted performance, 2) rudimentary performance, 3) qualitative pattern (biomechanically efficient), 4) qualitative pattern plus a distance and/or control criterion, and 5) functional performance (a qualitative pattern plus distance and/or control and accuracy at a criterion level enabling to participation in sports of the culture). The instructional levels of all POs are stated in behavioral terms and have both qualitative and quantitative standards. The standards are operationally defined by focal points (discrete, measurable elements of skill) within each instructional level. Focal points are thus the units upon which assessment, teaching and performance improvements are based.

The I CAN inservice training system includes: a Leadership Training Manual, 16mm films and overheads portraying key aspects of the materials and implementation process, workshop and follow-up schedules, and assorted evaluation forms for assessing knowledge and application of knowledge in planning, implementing and evaluating the I CAN system. The Leadership Training Manual is appropriate for training teachers, teacher consultants and/or teachers of teacher consultants. All the major processes involved in implementing I CAN are explained with reference to when and how to use films, overheads, worksheets, examples, etc. Time allotment to workshop activities and follow-up visits is also specified to achieve an efficient and replicable training system.

Implementation of the instructional system requires selection of POs from the primary and/or secondary resource bank in accordance with either existing or program goals derived using the implementation guide. Selected objectives are then systematically placed at appropriate program levels and ordered into a teaching sequence based on identified criteria. Student assessment regarding their performance status (zero to functional) is followed by prescription and teaching (i.e., students at level 1, 2, 3, or 4 on a PO are taught the focal points necessary to achieve level 2, 3, 4, or 5 respectively). Reassessment documents the degree to which the intended achievements in fact occurred and provides the data necessary to plan subsequent instruction and report student progress. Daily lessons can focus on one, two, three, or more POs depending on the content and/or circumstances present in a local setting.

Treatment Two - Traditional Approach (Non-I CAN)

The traditional approach was not specified. It was monitored so that a good description of the program could be written to allow more meaningful interpretation of the data. The content was completely specified by the project as to content selected to be taught: performance objectives selected for the investigation.

Treatment Implementation Schedule

A yearly schedule was devised for both treatment groups and was moderately adhered to throughout the study. The schedule was instituted in an attempt to standardize material over time across teachers. The schedule for the treatments was as follows:

IMPLEMENTATION PROCEDURES FOR ALL TEACHERS 1977 - 1978

Month	Session Number	I CAN Teachers	Non-I CAN Teachers
October	1	One-day intro session Videotape and preassess on ten selected objectives	Videotape and preassess on ten selected objectives
December	2	First follow-up visit on: assessing prescribing teaching evaluating	Complete Non-I CAN Monitor Form
February	3	Second follow-up visit: repeat completion of Consultant Monitor Forms	Repeat Non-I CAN Monitor Form
March	4	Third follow-up visit: repeat completion of Monitor Form	Repeat Non-I CAN Monitor Form
April	5	Fourth follow-up visit: Complete Monitor Forms	Repeat completion of Non-I CAN Monitor Form
June	6	Final visit Post-test videotape	Final visit Post-test videotape

Field Service/Programmatic Research and Development Operations

To insure that the project would begin and continue to function as it was originally intended, a series of contractual type documents and working papers were developed. The contractual type documents included RCC contracts, letters of agreement for participating teachers and schools and student release forms. These documents served the important functions of specifying the roles of the RCC, teachers, schools, and project staff and obtaining permission and commitments from all the involved parties.

I. RCC Contracts

To secure the services of the RCC for the project, contracts were developed by the project director and principle investigator. The contracts were not, however, immediately sent to RCC for their signatures. Rather, there was a two-step review and approval process that followed. First, the contracts were sent to the Research Contracts Department of Michigan State University. Here the contracts were received and suggestions provided for improvements. The project director and principle investigator incorporated the changes and the contracts were sent to USOE-BEH assigned project negotiator for his review and approval. When the approval was given, the contracts were sent to the RCC for signatures. Basically, the contracts indicated the tasks, deadlines for completion of the tasks and responsibilities of the RCC. In addition, the amount of time necessary to complete each task was included, as well as the payment schedule. A copy is found in Appendix D.

II. Letters of Agreement

To insure that all participating teachers and administrators were aware of their responsibility to the project, a letter of agreement was sent to all participants for their information and approval. The letters of agreement were based upon previously developed formats used by the Field Unit. There were three major sections contained in the letters of agreement: a section dealing with what the teachers agreed to do; a section on what the site or school agreed to do or provide, and a section which discussed what the Programmatic Staff would do or provide. The letters of agreement were signed by all teachers who participated and by an authorized administrator of the school. As the commitments of the extensive and limited treatment groups were different, there were different letters for each group. A copy is found in Appendix D.

III. Student Release Forms

To insure that the parents were aware that the school was involved in Programmatic Research Project, a student release form was sent to each school. This form asked the school if it had on record permission slips from the parents for the students involved in activities such as this project. If the school had such forms on file, they signed and sent the form back to the project office. If not (and this was the case in a small number of schools), forms were developed and sent there to secure permission from parents. A copy is found in Appendix D.

CHAPTER III

THE EFFECTIVENESS OF THE INNOVATIVE INSTRUCTIONAL PROGRAM

Introduction

This chapter on the evaluation report focuses upon the investigation of the effects of two innovative instructional programs. In addition, teacher type (classroom and physical education specialist) was controlled to investigate the generalizability across the two most commonly found types of teachers providing instruction in elementary physical education.

Description of the Sample (Teachers)

The study was conducted utilizing 43 teachers from six different regional clusters around the country, including 30 different sites. The I CAN Experimental Group consisted of 27 teachers who had undergone inservice training and had implemented the I CAN program during Programmatic Project Year I. The Control Group consisted of 16 teachers who have never had any experience with the I CAN instructional program. Both the Experimental and the Control Groups consisted of volunteers only. Figure 1 describes the numbers of teachers in each regional cluster.

Cluster	Number
Midwest (Michigan)	14
Midwest (other)	18
West	2
East	3
Virginia	2
Texas	4
TOTAL	43

Figure 1. Teachers in Regional Clusters

Figure 2 describes the number of teachers by teacher type for the cell design of the study.

Teacher Type	Experimental (I CAN)	Control (Non-I CAN)	Total
Physical Education	13	7	21
Special Education	14	9	22
Total	27	16	43

Figure 2. Cell Design

Description of the Sample (Students)

Fifty-one classes were included in the study (some teachers taught more than one class). Of those, 30 classes used the I CAN instructional approach and the remaining 18 classes used the traditional approach. The students were elementary level (5-14 years old), severely mentally retarded. A total of 223 students were involved in the study. Out of this total, 149 students were taught using the I CAN instructional program and the remaining 90 students were taught by the traditional (Non-I CAN) approach to physical education. As the experimental procedure required a lengthy and extensive individual assessment and reassessment of each student's progress, a random sample of seven students was drawn from each class. This decision had successfully limited the number of man/hours required without detracting from the reliability of assessment. A total of 220 students were assessed.

Instrumentation

To evaluate the approaches, a variety of instruments were used to collect the desired data. Most of the instruments used to collect various demographic and performance data were versions of those instruments that were developed during the first year of the project. A copy of each instrument used in the evaluation of the project can be found in Appendix C. Following is a description of each instrument.

1. Contextual Data Forms. The school form is used with all the teachers involved. It includes 13 items and is a shortened version of the Contextual Data Form used during the first year of the project. This form provides for the collection of teacher and school basic demographic information. A Student Contextual Data form was also used.

2. I CAN Site Monitoring Forms. This form was used during the first year of the study. This form was designed to be formative in nature with the intent of diagnosing teacher behavior problem areas rather than determining an overall rating of the teacher. The forms were completed by the RCCs four times during the implementation period. The forms coincided with the five competency areas of the I CAN system (assessing, prescribing, teaching, evaluating and planning).

3. Non-I CAN Site Monitoring Forms This form is similar in format as the I CAN Monitor Form, and uses many of the same items. The items are intended to suggest areas in which information should be gathered to provide the basis for accurate description of the physical education teaching being done by each non-I CAN teacher.

4. Class Performance Score Sheets (CPSS). These are curriculum-embedded, criterion-referenced test items which measure initial student status and progress toward achieving the terminal performance objectives. A score sheet accompanies each skill. Validity and interrater reliability were established for this instrument in previous research (Grant No. OEG-0-71-3905 [608]).

Statistical Methods and Results

To investigate the effects of type of implementation approach and the interaction of these factors, a series of analyses of co-variance were performed. The dependent variables included student achievement gains on ten performance objectives.

For this project, seven students from each class were used for analysis. Data were collected by both RCCs and I CAN experts on a pre- and post-basis using the CPSS. On three of the POs, student gain data were obtained during the pre- and post-tests by the use of videotape. In these instances, the I CAN experts completed their CPSS by rating the videotapes. The remaining skills were pre- and post-tested using the CPSS by the RCCs. A discussion of the RCC reliability is found in Chapter IV.

Student Achievement

The results for the statistical analysis will be presented by Performance Objective. One general null hypothesis is being tested for each one of the ten Performance Objectives included in this project: "There are no significant differences between the Experimental (I CAN) and the Control (Non-I CAN) instructional approaches with regard to the individual student's performance achievement for a given Performance Objective."

A series of analyses of co-variance was performed. A separate analyses was computed for each one of the ten performance objectives using the post-assessment number of focal points achieved as the dependent measure, and the pre-assessment score as the co-variant.

Tables I-X represent the ANCOVA numerical results. An asterisk appears next to the significant main effects. A narrative summary of the results follows those tables.

Table I. Run: The effect of instructional approach upon student performance, adjusting for pre-assessment.

Source	MS	df	F	$\frac{<}{-}$
Regression	1990	1	5.96	.000001*
Instructional Approaches	1.43	1	.43	.51
Error	3.33	218		

Table II. Catch: The effect of instructional approach upon student performance, adjusting for pre-assessment.

Source	MS	df	F	$\leq$
Regression	362.8	1	182	.0001*
Instructional Approach	12.4	1	6.20	.013*
Error	1.99	223		

Table III. Overhead Throw: The effect of instructional approach upon student performance, adjusting for pre-assessment.

Source	MS	df	F	$\leq$
Regression	152	1	108	.00001*
Instructional Approach	.89	1	.63	.42
Error	1.40	216		

Table IV. Heart-Lung Endurance: The effect of instructional approach upon student performance, adjusting for pre-assessment.

Source	MS	df	F	$\leq$
Regression	109	1	284	.0001*
Instructional Approach	2.20	1	5.88	.016*
Error	.38	173		

Table V. Abdominal Strength: The effect of instructional approach upon student performance, adjusting for pre-assessment.

Source	MS	df	F	≤
Regression	4016	1	2663	.00001*
Instructional Approach	24.8	1	16.47	.00067*
Error	1.51	173		

Table VI. Arm-Shoulder Strength: The effect of instructional approach upon student performance, adjusting for pre-assessment.

Source	MS	df	F	≤
Regression	43.74	1	22.03	.00001*
Instructional Approach	9.65	1	4.86	.03*
Error	1.98	77		

Table VII. Body Actions: The effect of instructional approach upon student performance, adjusting for pre-assessment.

Source	MS	df	F	≤
Regression	196	1	256	.00001*
Instructional Approach	2.06	1	2.69	.10
Error	.76	146		

Table VIII. Body Parts: The effect of instructional approach upon student performance, adjusting for pre-assessment.

Source	MS	df	F	≤
Regression	378	1	280	.00001*
Instructional Approach	.004	1	.003	.95
Error	1.34	146		

Table IX. Directions in Space: The effect of instructional approach upon student performance, adjusting for pre-assessment.

Source	MS	df	F	≤
Regression	1285	1	494	.00001*
Instructional Approach	.02	1	.01	.92
Error	2.59	151		

Table X. Personal Space: The effect of instructional approach upon student performance, adjusting for pre-assessment effect.

Source	MS	df	F	≤
Regression	112	1	147	.0001*
Instructional Approach	14.3	1	18.7	.00003*
Error	.77	145		

Results

1. For all ten performance objectives, the main effect of regression was statistically significant ($\alpha \leq .001$). In other words, the post-assessment performance could be predicted from the pre-assessment performance.

2. On five performance objectives (Catch, Heart/Lung Endurance, Abdominal Strength, Arm/Shoulder Strength, Personal Space), the Experimental group had higher post-assessment scores than the Control group, after the pre-assessment differences were adjusted for.

   On three performance objectives (Run, Overhand Throw, Body Actions) no significant differences existed between the Experimental and the Control groups on post-assessment. On two additional objectives (Body Parts, Directions in Space) the post-assessment scores for both groups were affected by the "ceiling effect" and are not helpful in making a comparison between instructional approaches.

   Pre-assessment scores associated with the data of Table XI indicate that for eight of the ten performance objectives the Experimental (I CAN) group had higher performance scores than the Control group. We believe this trend should be ascribed mainly to the fact that the Experimental classes have been taught using the I CAN instructional materials for the year preceding this study. Thus a ceiling effect was encountered on the maximum number of focal points that could be achieved.

Table XI

Comparative Effect of Instruction between I CAN and Non-I CAN Classes on Ten Primary Level POs

Performance Objective	E[1] C	N	Adjusted[2] $\bar{X}$	F	P≤	Significance Favoring E	Significance Favoring C
Run	E C	159 62	3.72 3.72	.43	.51	O	O
Catch	E C	164 62	4.29 3.61	6.20	.01*	X	O
Overhand Throw	E C	155 64	5.10 4.94	.63	.42	O	O
Stamina and Heart/ Lung Endurance	E C	112 64	2.39 2.16	5.88	.01*	X	O
Abdominal Strength and Endurance	E C	111 65	7.84 7.40	16.47	.000*	X	O
Arm/Shoulder/ Chest Strength	E C	50 30	4.72 4.02	4.86	.03*	X	O
Body Actions	E C	85 64	7.69 7.60	2.69	.10	O	O
Body Parts	E C	84 55	14.57[3] 14.89	.003	.95	Ceiling Effect	
Directions in Space	E C	90 64	12.88[3] 13.16	.01	.92	Ceiling Effect	
Personal Space	E C	84 64	6.22 5.60	18.70	.000*	X	O

[1]E = Experimental group; C = Control group
[2]ANCOVA with pretest as the covariate
[3]Majority of students in both groups at mastery precludes a useful comparison.
*= $P \leq .05$

It has been known that for the SMI population the stability of positive change is lower than with the normal population. Thus, the effects of positive change tend to wear off faster. When the students are being tested long after the completion of the instructional sequence (as was the case with most of the objectives), the achievement tends to be lower than if tested right at the end of instruction. Whereas there typically would be periodic reinforcement of achieved focal points, the implementation schedule of the project forced movement to the next objective, thus precluding a gain maintenance effort. The obtained results are therefore considered a conservative estimate of implementation effect.

On two additional objectives (Body Parts and Directions in Space), the post-assessment averages for the Experimental group were very close to the maximum possible achievement and thereby most affected by the ceiling effect which prevented them from being significantly higher than the Control group post-assessment means.

Total Time Needed

The magnitude of these results are particularly impressive when one views the context within which they were obtained. The I CAN group logged 1169 total minutes devoted to instruction on the 10 POs, whereas the controls logged 2033 minutes, a difference of 75% more time devoted to instruction by the comparison group. It is well known that time engaged in learning is the most important variable associated with student achievement (Peterson & Walberg, 1979; Rosenshine & Berliner, 1978; Stallings & Kaskowitz, 1974; Wiley & Harnischfeger, 1974).

Conclusion

The results of this study have indicated that when the I CAN approach was used, the student performance achievement was significantly better for five out of ten objectives. For the post-assessment scores in all ten objectives, the I CAN group ended with a higher number of focal points than the Control group. The results of this study strongly favor I CAN groups over non-I CAN groups. Of the ten POs, two were affected by a ceiling effect. Of the remaining eight, seven of the adjusted means favored I CAN and five of those were significant, and one was equal. No significance favored the Control group. The RRCs who were collecting data indicated that the teachers who volunteered as comparison (Control) teachers were already demonstrating many teaching behaviors consistent with those promoted with the use of I CAN. They also felt that there may be a significant "John Henry" effect (a competitive overperformance of the Control group) occurring in the comparison.

CHAPTER IV

TEACHER ACCURACY WITH AN OBSERVATIONAL SYSTEM

Introduction

In recent years there has been a growing involvement in the study of process variables in naturalistic classroom settings. Elaborate observation systems have been developed and used in such investigations. However, the research gap between teaching-learning processes and educationally relevant pupil outcomes has not been significantly removed. So far, observational studies have produced quite a large number of insignificant findings, and most of the investigators seem to agree that the primary reason is inadequate control over sources of variance associated with the measurement of the system. Of primary concern are those errors introduced by observers and investigators that can limit reliability of observational studies. Reliable measurements of teaching-learning processes and their contexts are especially important in studies that attempt to relate these variables statistically to outcome measures such as growth in learner's knowledge and performance. Reliability as defined classically makes assumptions about the equivalence in content, means variance, and intercorrelations of items of two tests. Assumptions of this kind are impractical when applied to observational measures, where human raters are rarely identical or equivalent in their observational skills.

One way to avoid problems is to define and measure observer agreement. This is usually defined as the consistency they observe when they are simultaneously coding the same classroom events. Agreement is frequently determined by comparing observers with each other or with a criterion (expert) coder.

The problems associated with observer agreement and measures reliability arise very often in connection with teacher inservice programs, where the main concern is for the teacher to implement reliably and accurately whatever it was the inservice program taught him.

The dissemination of I CAN instructional program is dependent upon the I CAN Regional Cluster Coordinators (RCC discussed in Chapter II), and specifically upon their ability to accurately assess teacher's performances and provide them with correct advice when needed. Since it is well known that trained observers may change their criteria during the tasks of observation, it is very important for the I CAN staff to periodically assess accuracy.

Three I CAN performance objectives (Run, Overhand Throw, and Catch) were videotaped in the implementing classrooms, using three randomly chosen students per objective. The classes included severely mentally retarded children of elementary age (5-14) and the students selected represented

about one quarter of the classroom. This selection was necessary because of the cost and time involved in videotaping and viewing the performance of all children. Each I CAN Field Service Unit staff member was shown the tapes and asked to rate the performance individually on a Class Performance Score Sheet (CPSS). A group discussion had followed the individual ratings and an agreement was arrived at. The purpose of that session was to train all new staff members and to refresh the memories of the others. At the beginning of the second year, eight Performance Objectives were videotaped in different I CAN implementing classrooms, utilizing as before three students per class. These tapes were assessed by three I CAN experts on individual CPSS's and a solution key was established. Generally, the procedure required the expert to decide if the student had accomplished any one of the focal points that comprise any given Performance Objective.

To insure accuracy along the delivery lines (I CAN expert → RCC → Teachers → Students'), 11 RCCs were required to rate the same videotaped Performance Objectives.[1] To arrive at the RCC's criterial agreement with the experts, a simple percentage of agreement was calculated. This involved comparing the agreement on individual focal points, separately for each objective, as those were the intended units of the proposed statistical analysis of student growth. For each one of the 11 RCCs, the percent of agreement was computed for each focal point and for the total performance objective.

Throughout the second year of the Programmatic Research Project, each RCC had made four visits to the sites. Each was assigned to follow up on teacher practices using the consultant monitor forms. During these visits, the RCCs together with the participating teachers, had assessed and reassessed five students per class in ten performance objectives which included the eight above. As only the RCC's assessments were intended to be utilized in the statistical analysis of students' performance gains, it was very important for the project staff to obtain an indication of the accuracy of RCC's assessment.

Results

Table XII includes the percent of agreement with expert criterion for the eight performance objectives and 11 RCCs.

[1]The procedure for viewing the videotapes is found in Appendix C.

TABLE XII

Percent of Agreement with Expert Criterion

RCC	Run	Overhand Throw	Catch	Body Action	Body Parts	Personal Space	Directions in Space	Abdominal Strength
1	86	93	93	100	100	93	86	100
2	50	81	81	93	95	93	90	90
3	71	93	90	88	92	86	86	95
4	76	85	85	93	94	79	90	95
5	90	81	96	100	95	86	95	95
6	81	85	85	96	95	86	95	95
7	95	81	88	93	94	86	95	95
8	67	90	81	96	95	93	95	90
9	71	85	-	78	89	79	90	95
10	76	90	81	96	94	79	90	90
11	81	81	81	96	92	86	95	95
Mean %	77	86	86	94	94	86	92	94

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two parts: Conclusions and Recommendations.

Conclusions

1. The most general overall conclusion is that the project was very successful. It served to provide input regarding the comparison of an individualized instructional approach to a traditional approach.

2. A second related conclusion is that the project resulted in many positive side effects. One positive side effect was the teachers' reactions to continue using I CAN in teaching physical education to the handicapped. A second positive side effect was the development of a substantial pool of student achievement data which can be used as the basis of a longitudinal study designed to investigate long-term effects, e.g., student expectancies, retention, and learning curves.

3. A third general conclusion is that a successful widespread field dissemination network was implemented which provided trained regional cluster coordinators for effective field test sites. A field test dissemination network increases the availability of I CAN consultants across the nation for implementing, monitoring, and evaluating effectiveness of demonstration program models, preschool through secondary in different states.

Recommendations

Future Studies, Applications

1. To investigate more fully the effectiveness of utilizing the I CAN objective-based instructional system and diagnostic-prescriptive teaching resource materials, it is recommended that the post-assessment occur immediately after implementation of the objective. This would allow for evaluative research to focus on the immediate effect of the instructional materials.

2. To maintain a more consistent pattern of implemented time across teachers in the implementation of the performance objective, it is recommended that a minimum and maximum amount of time be adhered to during the study.

3. To investigate more fully the use of videotaping for reliability ratings of teachers on scoring accuracy.

4. To prepare a report for submission to JDRP.

5. To develop a centralized data-based computer system to determine the transportability of the I CAN system and resource materials using teacher and student performance data:

   - Alternative special populations
   - Individualized Education Programs
   - Least restrictive environment: appropriateness and quality of programming.

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APPENDIX A

Teacher Assignments and Schedules

Control and Experimental
Experimental Teacher Assignments (I CAN Sites)

APPENDIX A

Teachers' Assignments and Schedules
for Control Group and Experimental Group

IMPLEMENTATION PROCEDURES FOR ALL TEACHERS 1977 - 1978			
Month	Session Number	I CAN Teachers	Non-I CAN Teachers
October	1	One-day intro session Videotape and preassess on ten selected objectives	Videotape and preassess on ten selected objectives
December	2	First follow-up visit on: assessing prescribing teaching evaluating	Complete Non-I CAN Monitor Form
February	3	Second follow-up visit: repeat completion of Consultant Monitor Forms	Repeat Non-I CAN Monitor Form
March	4	Third follow-up visit: repeat completion of Monitor Form	Repeat Non-I CAN Monitor Form
April	5	Fourth follow-up visit: Complete Monitor Forms	Repeat completion of Non-I CAN Monitor Form
June	6	Final visit Post-test videotape	Final visit Post-test videotape

I CAN IMPLEMENTATION

TEACHER ASSIGNMENTS

Following your initial training workshop in implementing I CAN, please follow these assignments as closely as possible. Unless otherwise noted, teach each performance objective for at least ten minutes a day, two days per week.

Week One Day One	1.	Select and plan an assessing activity for the Overhand Throw, using either the I CAN assessing activity or one of your own design.
	2.	Conduct the assessing activity until all students have been assessed.
	3.	Record student performance on the Class Performance Score Sheet (CPSS).
	4.	Note any problems you encounter.
Day Two	1.	Assess students on the Overhand Throw using an I CAN game or a game you design.
	2.	Assess during the game until all students have been assessed.
	3.	Record student performance on the CPSS.
	4.	Note any problems.
	5.	Complete the self-monitor form for assessment.
Week Two Day One	1.	Review the CPSS you have scored for Overhand Throw and identify focal points for instructing each student.
	2.	Select instructional activities and/or games for teaching focal points you identified.
	3.	Develop a daily lesson plan incorporating these instructional activities.
	4.	Implement the lesson plan for 15 minutes.
	5.	Note any problems.
Day Two	1.	Repeat the lesson for Overhand Throw from the previous day, but this time reassess student's performance.
	2.	Record reassessments on the CPSS.
	3.	Note any problems.
	4.	Complete the self-monitor form for prescription.
Week Three Day One of Two	1.	Your consultant will visit to monitor your implementation of I CAN.
	2.	Discuss with the consultant any problems you have had with I CAN to date.
	3.	Demonstrate an assessing activity (I CAN or your own) for the Run for 10 minutes.
	4.	Demonstrate any other activity (activities) in which you have encountered difficulty.
	5.	Try implementing solutions the consultant suggests.

Week Three (cont.)	6.	With your consultant, develop four activities using teh Overhand Throw and Run.
	7.	Complete and give your consultant a Reaction to I CAN Monitor form.
	8.	Complete the self-monitor form for teaching.
Week Four Day One	1.	Implement the first of the activities you and your consultant developed for Overhand Throw.
	2.	Reassess students during instruction.
	3.	Record reassessments on the CPSS.
	4.	Note any problems.
Day Two	1.	Implement the second of the activities you and your consultant developed for Overhand Throw.
	2.	Reassess students during instruction.
	3.	Record reassessments on the CPSS.
	4.	Note any problems.
	5.	Complete self-monitor form on assessment.
Week Five Day One	1.	Implement the third prescribed activity, which should allow for your first assessment of Run.
	2.	Conduct the assessing activity until all students have been assessed.
	3.	Record student performance on the CPSS.
	4.	Note any problems.
Day Two	1.	Implement the fourth prescribed activity for Run.
	2.	Reassess students during instruction.
	3.	Record reassessments on the CPSS.
	4.	Note any problems.
	5.	Complete self-monitor form on prescription.
Week Six Day One or Two	1.	Your consultant will visit to monitor your implementation of I CAN.
	2.	Discuss with the consultant any problems you have had with I CAN to date.
	3.	Demonstrate the activity (activities) in which you have encountered difficulty.
	4.	Try implementing solutions the consultant suggests.
	5.	With your consultant, go through the I CAN program planning process. Develop:
		a. A plan for the next month for teaching Overhand Throw, Run, Body Parts, and Stamina.
		b. One lesson plan combining Overhand Throw and an assessing activity for Body Parts.
		c. One lesson plan combining Run and an assessing activity for Stamina.
		d. A time matrix for your physical education plan for the entire year.

Week Six (cont.)	6.	Before the next consultant visit, develop monthly plans for the remaining part of the year.
	7.	Complete and give your consultant a Reaction to I CAN Monitor form.
	8.	Complete self-monitor form on teaching.
Week Seven Day One	1.	Implement the prepared lesson combining Overhand Throw and Body Parts.
	2.	Record assessment for Body Parts on the CPSS.
	3.	Record reassessment for Overhand Throw on the CPSS.
	4.	After you teach the lesson, evaluate it and design your next lesson for the same two performance objectives.
Day Two	1.	Teach the lesson you designed after Day One for Overhand Throw and Body Parts.
	2.	Record any reassessment data on the appropriate CPSS.
	3.	Evaluate your students' performance on Overhand Throw to this point. Determine what you will accept as significant gain; how much gain was achieved by each student; and the percentage of the class achieving significant gain.
	4.	Determine what instructional option you will choose for Overhand Throw based on your evaluation.
	5.	Note any problems.
	6.	Complete Student Data, Teacher Data, and Contextual Data forms by the next consultant visit (Week 9).
Week Eight Day One	1.	Implement the prepared lesson combining Run and Stamina.
	2.	Record assessment for Stamina on the CPSS.
	3.	Record reassessment for Run on the CPSS.
	4.	After you teach the lesson, evaluate it and design your next lesson for the same two performance objectives.
Day Two	1.	Teach the lesson you designed after Day One for Run and Stamina.
	2.	Record any reassessment data on the appropriate CPSS.
	3.	Evaluate your students' performance on Run to this point as you did for Overhand Throw.
	4.	Determine what instructional option you will choose for Run based on your evaluation.
	5.	Note any problems.
Week Nine Day One or Two	1.	Your consultant will visit to monitor your implementation of I CAN.
	2.	Discuss with the consultant any problems you have had. Demonstrate activities in which you have had difficulty.

Week Nine (cont.)

3. Review your yearly program plan with the consultant and modify if necessary.
4. Complete and give to your consultant a Reaction to I CAN Monitor form.
5. Complete self-monitor form on evaluation.

Week Ten Through Sixteen

1. Implement your program plan, continuing to teach and reassess students on the performance objectives for this month.
2. When you have completed instruction on Overhand Throw, Run, Body Parts, or Stamina, you may wish to begin another performance objective (Spatial Directions is suggested).
3. Each week, complete self-monitor forms on the following schedule:

Week 10	Planning
Week 11	Prescription
Week 12	Teaching
Week 13	Evaluation
Week 14	Planning
Week 15	Assessment, Prescription, Teaching, Evaluation, Planning

APPENDIX B

Regional Cluster Coordinator Forms

- Assignments and Schedule
- Implementation Schedule and Assignment (I CAN Sites)
- Two-Hour Orientation Program (I CAN and Non-I CAN Sites)
- Site Visit Report and Site Communication Log Forms
- One-Day Workshop Agenda (I CAN Sites)

REGIONAL CLUSTER COORDINATORS' ASSIGNMENTS AND SCHEDULES

PRODUCT OBJECTIVE	PROCESS OBJECTIVE	MANAGEMENT ACTIVITIES	RESPONSI-BILITY	EVIDENCE OF ACHIEVEMENT	TIMELINE
Establish/Activate prescribed number of I CAN, Non-I CAN Field Sites for SMR students 5-14 years of age.	1. Receive information from FSU concerning characteristics required for sites to be selected.	1.1 Analyze characteristics and construct a list of potential sites in area.	Field Service Unit	1.1.1 Receipt of agreement to participate forms and management plan.	
		1.2 Contact administrator and make appointment	Regional Cluster Coordinator (RCC)	1.2.1 Appointment	
	2. Finalize and operationalize test sites.	2.1 Explain project and determine willingness to participate.	RCC	2.2.1 Completed evaluation forms on workshop.	
		2.2 Conduct tool-up workshop for I CAN sites only.	RCC	2.2.2 Contextual data forms for students and school.	
	3. Conduct pre-test for all sites.	3.1 Videotape three objectives as per instructions.	RCC/Site Personnel	3.1.1 Completed videotapes and score sheets	
		3.2 Assess other seven objectives on CPSS's.	RCC/Site Personnel	3.1.2 Completed score sheets	
		3.3 Have administrators/ teachers complete data forms	RCC/Site Personnel	3.1.3 Completed Contextual Data Forms	

I CAN IMPLEMENTATION

Follow-up Schedule

Weeks	Teacher	Consultant
1	Overhand Throw Self-Monitor	
2	Overhand Throw Self-Monitor	
3	Overhand Throw Consultant Visit	Visit Teacher
4	Overhand Throw Self-Monitor	
5	Run Self-Monitor	
6	Run Consultant Visit Develop Plans	Visit Teacher
7	Overhand Throw & Body Parts Evaluate Overhand Throw Self-Monitor	
8	Run & Stamina Evaluate Run Self-Monitor	
9	Consultant Visit Check Program Plan	Visit Teacher
10 11 12 13 14 15	Implement Program Plan Weekly Self-Monitoring ↓	
16	Final Consultant Visit Complete Component Mastery Tests	Final Visit

I CAN IMPLEMENTATION

CONSULTANT ASSIGNMENTS

Following the initial one-day training program for teachers, please follow this schedule for the next 16 weeks to support the teacher's implementation of I CAN.

Week Two — Contact teachers to confirm visitation.

Week Three

1. Visit teacher.
2. Arrive approximately 15 minutes before the physical education class to discuss problems and procedures with the teacher.
3. Collect all self-monitor forms the teacher has completed.
4. Ask the teacher to demonstrate a 10-minute assessing activity (I CAN or teacher-made) for Run.
5. Ask the teacher to demonstrate in class any problems (s)he has encountered.
6. Demonstrate or discuss possible solutions to the teacher's problems.
7. Complete consultant monitor forms on assessment, prescription and teaching.
8. With the teacher, develop four lessons to be implemented during the next two weeks, the first two for overhand throw, the third an assessing activity for Run, and the fourth a prescriptive lesson for Run.
9. Ask the teacher to complete and give you a Reaction to I CAN Monitor form.
10. Complete a site visit report and return a copy to the Field Service Unit, Michigan State University.

Week Six

1. Visit teacher, following the same procedures as for the first visit.
2. Collect the teacher's self-monitor forms.
3. Complete consultant monitor forms on assessment, prescription, and teaching.
4. Teach the I CAN program planning process to the teacher. With the teacher, develop:
   a. The time matrix for physical education for the remaining part of the year, with Run, Overhand Throw, Body Parts, and Stamina planned for at least the first month.
   b. The monthly plan for the next month for teaching the four sample performance objectives.
   c. A lesson plan combining instruction on Overhand Throw with an assessing activity for Body Parts.
   d. A lesson plan combining instruction on Run with an assessing activity for Stamina.
5. Instruct the teacher to complete monthly plans for the remainder of the year by your next visit.
6. Ask the teacher to complete and give you a Reaction to I CAN Monitor form.
7. Complete a site visit report and return a copy to the Field Service Unit.

Week Nine

1. Visit teacher, following the procedures for the first visit.
2. Collect self-monitor forms from the teacher.
3. With the teacher, review the yearly program plan, making modifications where necessary.
4. Complete consultant monitor forms on assessment, prescription, teaching, evaluation and planning.
5. Ask the teacher to complete and give you a Reaction to I CAN Monitor form.
6. Complete a site visit report and return a copy to the Field Service Unit.

Week Sixteen

1. Make the final visit to the teacher.
2. Complete the summative status reports for assessment, prescription, teaching, evaluation and planning.
3. Take over the teacher's class (if an aide is not available) while the teacher completes the component mastery tests for assessment, prescription, teaching, evaluation, and planning.
4. Complete all component mastery tests yourself.
5. Send to the Field Service Unit:
   a. All the teacher's self-monitor forms.
   b. All of your completed consultant monitor forms.
   c. All completed summative status reports.
   d. All component mastery tests completed by you and the teacher.
   e. Reaction forms completed by the teacher.

TWO-HOUR ORIENTATION PROGRAM

CONTENT	ACTIVITY	MATERIALS LEADER	MATERIALS PARTICIPANT
INTRODUCTION (20 minutes)			
Refer to the content of the one-page Introduction found in the beginning of each Skill Area Notebook. -Project Background -Materials development and evaluation -Compliance with P.L. 94-142	Briefly explain the background, materials development and evaluation process. Emphasize the fact that these materials were extensively tested in the field. State that proper implementation of I CAN insures compliance with P.L. 94-142 and accountability. Encourage participant questions.		
MATERIALS AND 16-WEEK PROCESS AGREEMENT TO PARTICIPATE	List the materials that will be received by the participants. Overview the Agreement to Participate form, highlighting the responsibilities of both parties. Ask for questions		Agreement to Participate Form
I CAN SITES			
SELF-MONITOR FORMS	Distribute the Self-Monitor forms with attached directions for use. State that the purpose of the Monitor form is to help them identify any deficiencies in their ability to implement I CAN. This will help them correct any problems early in the program. Review the directions for completing these forms. Ask for questions.		Self-Monitor Form

CONTENT	ACTIVITY	MATERIALS LEADER	MATERIALS PARTICIPANT
SCHEDULE OF ASSIGNMENTS	Distribute the Schedule of Assignments and envelopes. Review the schedule with the participants. Encourage participants to complete Monitor forms carefully and on time. Emphasize the necessity of completing <u>all</u> assignments.		Schedule of Assignments Self-addressd Envelopes
16-WEEK FOLLOW-UP	Explain that there will be someone visiting them from the I CAN staff to see how they are progressing. This will be done at the end of 16 weeks. Also, the consultant will want to know if the <u>Teacher's Guide</u> and materials are adequate in their present form. At this time you will be asked to complete instruments to help obtain that information. At the end of the 16-weeks the I CAN consultant will help the teacher correct any implementation problem.		
CONTEXTUAL DATA FORM TEACHER DATA FORM STUDENT DATA FORM	Distribute these forms. Tell participants that the schedule for completion of these forms is found on the Schedule of Assignments. Review each item on each form carefully. Address questions.		Contextual Data Form Teacher Data Form Student Data Form

CONTENT	ACTIVITY	MATERIALS LEADER	MATERIALS PARTICIPANT
PEP TALK	Tell the participants that you and the I CAN staff are so pleased to have them as a part of this program. Tell the participants that if they become discouraged initially, this is not unusual. They should persevere through the 16 weeks, attempting to implement I CAN to the best of their ability. Tell participants that most of the present implementors of I CAN felt the same way when they were learning, but all now are very pleased with the program. These teachers feel the systematic approach, progress records, and clear-cut instructional activities have made their job a lot easier. Wish the participants success. Tell them that we sincerely hope that their efforts will be rewarded by improving the quality of the physical education program for their students.		

I CAN Implementation

SITE VISIT REPORT

Teacher _____ Consultant _____

School/Center _____ Date _____

1. What topics were covered in today's visit?

2. Did you implement any intervention today? If so, describe.

3. What were the results of your intervention?

4. What other needs/problems did you and the teacher identify?

5. Based on today's visit, what are your recommendations for the next visit?

6. Comments:

7. Next visit date:

Non-I CAN

SITE Communication Log (Phones/Visitation/letter/other) by teacher

Site/Center/School:_____ Teacher:_____ Consultant:_____

Phone No._____ Best time for phone contact:_____ Best Meeting Time:_____

Date	Activity	Outcome (Include Teachers reaction Consultant, observations etc.)	Recommendations/Needs	Followup	Date of Next Visit

I CAN

SUGGESTED AGENDA

ONE-DAY TRAINING PROGRAM
with 16-week Follow-up

TOPIC	TIME
Introduction	1/2 hr.
Assessment	2-1/2 hrs.
Prescription	1/2-3/4 hr.
Teaching and Reassessment	1 hr.
Evaluation	3/4 hr.
Follow-up Procedures, Reactions, and Assignments	1/2 hr.
TOTAL	5-1/2 - 6 hrs.

APPENDIX C

Instrumentation

- Contextual Data Forms
  - Teacher and School
  - Student
- Consultant Monitor Forms (5)
- Teacher Self-Monitor Forms (I CAN Sites)
- Assessment Accuracy Determination
- Class Performance Score Sheet: Overhand Throw

I CAN CONTEXTUAL DATA FORM

Consultant: Complete by teacher interview.

Code

_____ 1. School/site _____ _____

_____ 2. School year _____

_____ 3. Year of I CAN implementation _____

_____ 4. Teacher name: _____

_____ 5. Teacher type:

_____ Classroom
_____ Physical Education
_____ Physical Therapist
_____ Itinerant physical education and classroom
_____ Other: _____

_____ 6. Number of students in class _____

_____ 7. Type of students _____

_____ 8. Student age range _____

_____ 9. Number of aides (paid) used during instruction in physical education _____

Volunteers (non-paid) _____

_____ 10. Type of support specialist involved with students in physical education:

_____ Physical therapist
_____ Occupational therapist
_____ Speech Therapist
_____ Recreational therapist
_____ Other: _____

_____ 11. Minutes per day scheduled for physical education _____

_____ 12. Number of days per week scheduled for physical education _____

_____ 13. Planning time (minutes per day) allowed teacher _____

For Project Use

STUDENT CONTEXTUAL DATA SHEET

____ ____ 1. Teacher: _____

____ ____ 2. Student: _____

____ ____ 3. Birthdate: _____

____ 4. Average rate of attendance:

____ 1:40+ ____ 1:30 ____ 1:20 ____ 1:10 ____ 1:05

Where: 1:20 = 1 missed day out of 20 (1 month) of school

____ 5. Category: ____ SMI ____ TMI ____ SEI ____ EMI

____ 6. Type of disability

____ Downe's Syndrome ____ Physical Handicap

____ Brain Damage ____ Autistic

____ Emotional Involvement ____ Other: _____

EXPLANATION OF THE CONSULTANT MONITOR FORM

There is a Consultant Monitor Form for each of the teaching components of the I CAN Curriculum: Assessment, Prescription, Teaching, Evaluation, and Planning. Each form is to be completed on different occasions throughout the implementation of the I CAN materials. Information will be collected by interviewing the teacher and observing the teacher's behavior in the classroom setting.

The purpose of the Consultant Monitor Form is for you, the consultant, to identify areas within each component of the implementation process in which the teacher needs improvement. Following your identification of specific weaknesses, the procedure would follow that you communicate what the areas of weaknesses are to the teacher and between the two of you determine means for improvement.

The teacher's Self Monitor Forms should be reviewed to determine the extent to which the teacher's view of his/her skills correlates with your observations. It is important that you complete this form in light of its purpose. The teacher should not feel threatened or the need to be defensive, but rather he (she) should be made to feel that you are working with him (her) to help him understand I CAN and improve physical education for the students. Encourage openness and comfortable communication in using these forms with the teacher.

CONSULTANT MONITORING FORM

Planning

Teacher's Name_____

Date_____

Interview

1. Ask the teacher to show you a program plan with stated goals and performance objectives for the developmental level that is of concern to him/her.

   a. Does it exist? Yes No NA*

   b. Are the performance objectives appropriate? Yes No NA

2. Ask the teacher to show you the yearly program time matrix.

   a. Does it exist? Yes No NA

   b. Are the performance objectives listed? Yes No NA

   c. Does it have the total physical education time for each month? Yes No NA

   d. Is the total projected time for each PO listed? Yes No NA

   e. Is the instructional time distributed according to question 9 of the Adaptation Guidelines? Yes No NA

3. Ask the teacher to show you the monthly plan for this month.

   a. Does it exist? Yes No NA

   b. Does it correspond to the yearly program time matrix? Yes No NA

4. Obtain a copy of the yearly program time matrix and attach it to this section.

Discussion

5. If "No" for 1a, discuss steps 1 and 2 of Planning. (Chapter 1, Implementation Guide)

6. If "No" for 1b, discuss.

7. If "No" for anything in question 2, discuss and explain each point.

*Not applicable

I CAN Implementation

CONSULTANT MONITORING FORM

ASSESSMENT - PRESCRIPTION - TEACHING

Teacher's Name_____

Date_____

Interview

1. Ask the teacher to show you that day's lesson plan?

Does it exist?	Yes	No	NA*
Does it contain an introduction, body and summary?	Yes	No	NA
Does it contain an outline of the learning activities and organization?	Yes	No	NA

2. Is there a CPSS for all objectives taught in that lesson? Yes No NA

3. Does the teacher use correct recording symbols and procedures for the CPSS Yes No NA

4. Did the teacher review the PO's for today's lesson and did the teacher feel familiar with the Focal Points prior to assessment? Yes No NA

5. a. Randomly select one Performance Objective being taught.
   b. Randomly select 5 students from the CPSS.
   c. Ask the teacher to indicate which Focal Point from the selected objective she will teach to each of the 5 students.
   d. Write down the CPSS mark (O or X) for the Focal Point indicated by the teacher.

Student	Focal Point Selected	CPSS Mark
1		
2		
3		
4		
5		

*Not applicable

6. What reason does the teacher give for selecting the Focal Point in Question #5? Please use the following key.

a. To meet the unique needs of an individual student.

b. Closeness of performance to the Focal Point

c. Instructional grouping

d. Other reason:

Student	Circle as many as apply			
1	a	b	c	d
2	a	b	c	d
3	a	b	c	d
4	a	b	c	d
5	a	b	c	d

7. Has the teacher considered the following in developing the teaching activities?

a. Skill levels (and Focal Point) achieved by most students	Yes	No	NA*
b. Number of students	Yes	No	NA
c. Number of teachers and aides	Yes	No	NA
d. Size of area available	Yes	No	NA
e. Amount of equipment	Yes	No	NA
f. Instructional groupings	Yes	No	NA

8. Does the lesson plan include activities that allow for instruction on the Focal Points selected in Question #3 (d)? Yes No NA

9. Does the teacher know how to find the appropriate instructional activity sheets? Yes No NA

10. Does the teacher understand how to use these sheets? Yes No NA

*Not applicable

Observation

Assessment

Directions: Teacher should conduct an assessing activity. Both teacher and monitor record student assessment results. During the post-observation interview, teacher and the monitor will compare the results. Monitor should also answer the following questions:

Does the teacher use assessing activities (from I CAN or self-made) which:

1.	Starts with a demonstration of the skill?	Yes	No	NA*
2.	Allows for a clear view of each student by the teacher?	Yes	No	NA
3.	Keeps the students "on-task" 50% or more of class time?	Yes	No	NA
4.	Makes full use of assistants?	Yes	No	NA
5.	Permits quick and accurate assessment?	Yes	No	NA

Teaching

1.	Did the teacher use a minimal amount of time in setting up equipment and/or organizing materials?	Yes	No	NA
2.	Did all of the games played for instruction or practice relate to a performance objective mentioned in the daily lesson plan?	Yes	No	NA
3.	Does the teacher take advantage of opportunities for double payoffs whenever possible?	Yes	No	NA
4.	Does the teacher use strategies appropriate for the students' individual learning styles?	Yes	No	NA
5.	Does the teacher use aides as active members of the instructional team?	Yes	No	NA
6.	Is there only a minimal amount of time used when students move from one organization to another during the class period?	Yes	No	NA
7.	Using the CPSS as a guide, does the teacher emphasize the focal point(s) needing attention?	Yes	No	NA

*Not applicable

8. Did the teacher effectively utilize the following motivational principles?

Reinforcement	Yes	No	NA*
Repetition & Practice	Yes	No	NA
Knowledge of Results	Yes	No	NA
Self-direction	Yes	No	NA
Peer Modeling	Yes	No	NA

9. Did the lesson clearly contain an introduction, body and summary? Yes No NA

10. Did the instructional lesson follow the plan? Yes No NA

*Not applicable

I CAN Implementation

CONSULTANT MONITORING FORM

Evaluation

Teacher's Name_____

Date_____

1. Obtain CPSS for any objective taught for at least 90 minutes thus far.

   a. Have students been reassessed according to the CPSS? Yes No NA*

2. Select randomly 3 students from the CPSS and ask to see their Individual Records of Progress.

   a. Have the IRP's been completed? Yes No NA

3. Ask the teacher how much individual Focal Point gain, for any selected performance objective, will he accept as significant and/or satisfactory at the end of the planned instruction period?

   1 FP ☐ 2 FP ☐ 3 FP ☐

4. What percent of the class does the teacher expect will make the significant gain?

   number of students in class =

   how many will achieve it = %=

5. How much average FP gain has been made so far? _____

6. Does this represent progress toward the gain that is expected by the teacher? Yes No NA

7. If question 6 was answered "No", discuss with the teacher the consideration of the following planning options:

   a. Terminate instruction on this performance objective.
   b. Continue instruction, if of high priority.
   c. Revise your instructional materials, your approach, or your methods.
   d. Modify your expectation level.
   e. Modify your plan for next year based on this year's experience.

   Write a short comment about the results of this discussion.

*Not applicable

EXPLANATION OF THE SELF MONITOR FORMS

There are a total of five Self Monitor Forms. Each monitor form represents a teaching component of the I CAN Curriculum: Assessment, Prescription, Teaching, Evaluation, and Planning. Each form will be completed on numerous different occasions during the time you are implementing the I CAN materials. Your consultant will inform you as to when you are to complete each form.

The purpose of the self monitor forms is to allow you to determine where you might have questions or problems with the implementation of I CAN. The forms, as they are completed, will be collected by or mailed to your consultant in order that he (she) may also be made aware of areas where you feel improvement is needed. It is hoped that following your self-assessment, you, with the aid of your consultant, will make an effort to improve your skills in implementing the I CAN Curriculum.

It is imperative that you be honest in your responses as this is the only way weaknesses can be recognized and improvements made.

I CAN Implementation

SELF-MONITOR FORM

Planning

Teacher's Name_____

Date_____

			Yes	No	NA*
1.		Have you developed a program plan with stated goals and performance objectives for the developmental level of your class?			
2.	a.	Have you developed the yearly program time matrix?	Yes	No	NA
	b.	Have you listed all the performance objectives?	Yes	No	NA
	c.	Does it have the total physical education time for each month?	Yes	No	NA
	d.	Is the total projected time for each PO listed?	Yes	No	NA
	e.	Have you distributed the instructional time over the school year according to question 9 in the Adaptation Guidelines?	Yes	No	NA
	f.	For each No answer, go to figures 2 and 4 for examples and reread Step 3 in the Implementation Guide.			
3.	a.	Have you completed a monthly program plan for this month?	Yes	No	NA
	b.	Does it correspond to the yearly program time matrix?	Yes	No	NA
	c.	If "No" for b, read Step 4 in the Implementation Guide and go to figures 2 and 3, or figures 4 and 5 for examples.			

*Not applicable

SELF-MONITOR FORM

Assessment

Teacher's Name_____

Date_____

1.	Do you have some form of a written plan?	Yes	No	NA*
2.	Have you completed one CPSS for every Performance Objective taught thus far?	Yes	No	NA
3.	Did you use the correct recording symbols and procedures to fill out CPSS form, as they appear in the Teacher's Guide (page 15 step 5 of Teacher's Guide)?	Yes	No	NA
4.	For today's lesson: Did you review the PO's?	Yes	No	NA
5.	Did you feel familiar with the Focal Points prior to assessment?	Yes	No	NA
6.	Do you start an assessing activity with a demonstration of the skill for your students?	Yes	No	NA
7.	Do your assessing activities allow you to have a clear view of each student?	Yes	No	NA
8.	When you are engaged in assessing, do you keep all students on-task 50% or more of class time?	Yes	No	NA
9.	When engaged in assessing activity, do you make full use of aides and assistants?	Yes	No	NA
10.	Do the assessing activities you chose permit a quick but accurate assessment?	Yes	No	NA

*Not applicable

SELF-MONITOR FORM

Prescription

Teacher's Name_____

Date_____

1. Have you written the plan for today's lesson?	Yes	No	NA*
2. Have you completed one CPSS for every objective that is included in your lesson plan?	Yes	No	NA
3. Have you decided what Focal Points you will be teaching to your students today?	Yes	No	NA
4. Have you selected the Focal Points for individuals based upon:			
a. Meeting individual needs	Yes	No	NA
b. Closeness of performance to the Focal Point	Yes	No	NA
c. Instructional groupings	Yes	No	NA
5. Does your lesson plan include activities that allow for instruction on the Focal Points selected for each student?	Yes	No	NA
6. Does your lesson plan contain an introduction, body and summary?	Yes	No	NA

*Not applicable

SELF-MONITOR FORM

Teaching

Teacher's Name_____

Date_____

1. Does setting up equipment and organizing occupy only a minimal amount of your lesson time?	Yes	No	NA*
2. Do all of the games played for instruction or practice relate to a performance objective mentioned in your daily lesson plan?	Yes	No	NA
3. Do you use strategies that correspond to the students' individual learning style?	Yes	No	NA
4. Do you actively involve your aides in the instructional process?	Yes	No	NA
5. Is there only a minimal amount of time used when students move from one organization to another during the class period?	Yes	No	NA
6. Do you remember to address the focal points that need attention according to the CPSS?	Yes	No	NA

7. Which of the following instructional principles do you utilize?

a. Reinforcement	Yes	No	NA
b. Repetition and Practice	Yes	No	NA
c. Knowledge and Results	Yes	No	NA
d. Self-direction	Yes	No	NA
e. Peer Modeling	Yes	No	NA

*Not applicable

SELF-MONITOR FORM

Evaluation

Teacher's Name_____

Date_____

1. Choose any performance objective that you have taught for a total time of 90 minutes or more.

   a. Have you reassessed your students according to the CPSS for this objective? Yes No NA*

   b. Have you completed the Individual Record of Progress sheet for each student, following reassessment? Yes No NA

2. Have you already decided how much individual Focal Point gain you will accept as significant and satisfactory at the end of the planned instructional period? Yes No NA

3. What percent of your class do you expect will make the significant gain? _____%

4. Is this satisfactory to you? Yes No NA

5. If the answer is "No" for question 4, have you considered the planning options on page 26 of the Implementation Guide? Yes No NA

*Not applicable

DETERMINATION OF ASSESSMENT ACCURACY

(RUN, OVERHAND THROW, CATCH)

In the assessment film you will see three students performing each of the above three skills. Each student will perform the skill 4 times. Your task is to view the film and record the designated student performance on the attached Class Performance Score Sheets. You may view all 4 performances of each student on each skill but only record your assessment for the one student performance designated. The designated student performance is already recorded on each CPSS as "student 1 clip 4", where "student 1" refers to the first student you will see on a skill and "clip 4" refers to his/her fourth performance of the skill.

Some of the boxes of the CPSS are shaded out. You may ignore these for recording purposes. They merely indicate that the conditions of the film are such that you do not have sufficient information to judge that particular point.

Use the scoring symbols illustrated on the CPSS. The mark "X" means that the student has achieved the performance criterion, and the symbol "O" means that the performance criterion has not yet been met, or you are in doubt about the performance of that focal point to the extent that it is most appropriate to provide additional instruction.

You need not be concerned about the stability ratios listed as, for example, 2/3 times. Merely rate the designated performer one time. Generally assume that all distance criteria listed as part of the standard (STD.) on the CPSS have been met. These assumptions are specifically stated in the comment section of the attached CPSS for your assistance in completing the ratings.

CAN

NAME _____

DATE _____

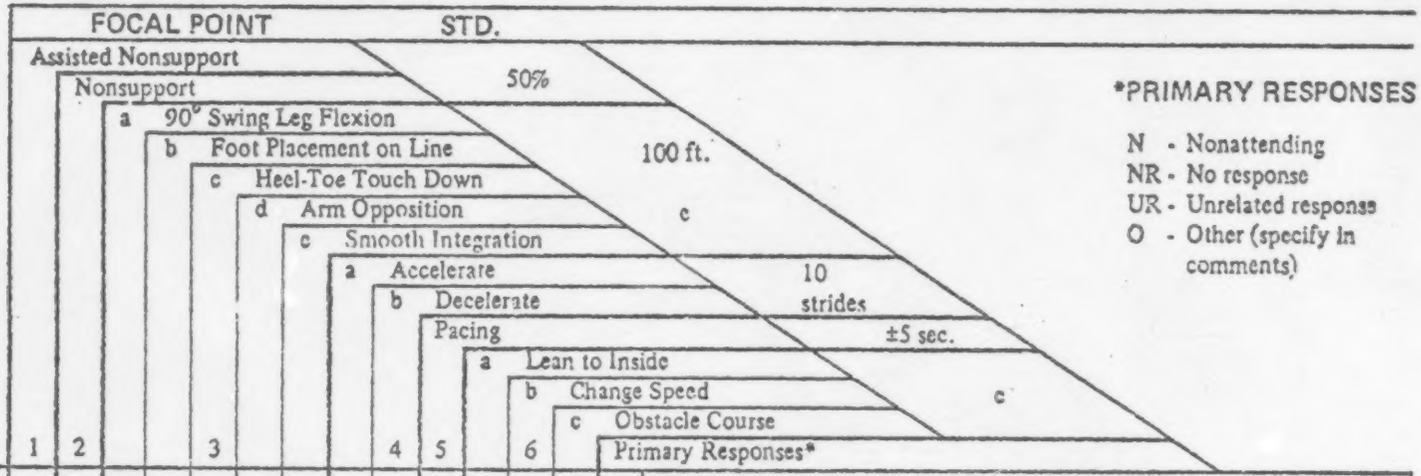
CLASS PERFORMANCE SCORE SHEET

PERFORMANCE OBJECTIVE: Run

SCORING

Assessment:
X = Achieved
O = Not achieved

Reassessment:
⊠ = Achieved
Ø = Not achieved



***PRIMARY RESPONSES**

N - Nonattending
NR - No response
UR - Unrelated response
O - Other (specify in comments)

NAME			a	b	c	d	e	a	b		a	b	c		COMMENTS
1.															
2. Student 1, clip 4				[redacted]						[redacted]					Assume 3b is achieved "X"
3.															
4. Student 2, clip 1	[redacted]														
5.															
6. Student 3, clip 4	[redacted]														
7.															
8.															
9.															Assume all distance criteria are met (i.e., level
10.															1 - 50', level 2 - 50', level 3 - 100')
11.															
12.															
13.															
14.															
15.															

CAN

NAME _____

DATE _____

CLASS PERFORMANCE SCORESHEET

PERFORMANCE OBJECTIVE: Overhand Throw

SCORING

Assessment:
X = Achieved
O = Not achieved

Reassessment:
⊠ = Achieved
Ø = Not achieved

FOCAL POINTS	STD.
a Overhand Motion	10 ft. distance, 2/3 times
b Ball Release	
a Eyes on Target	20 ft. target at
b Overhand Motion	15 ft., 2/3 times
a Arm Exten./Side Orient.	
b Weight Transfer	
c Hip and Spine Rotation	2/3 times,
d Follow Through	e
e Smooth Integration	
Angle of Release 45°	age/sex norm., 2/3 times
Accuracy	8 ft. target at 50 ft., 2/3 times
1 2 3 4 5 Primary Responses*	

*PRIMARY RESPONSES

N - Nonattending
NR - No response
UR - Unrelated response
O - Other (specify in comments)

NAME	a	b	a	b	a	b	c	d	e				COMMENTS
1.													
2. Student 1, clip 1													
3.													
4. Student 2, clip 4													
5.													
6. Student 3, clip 3													
7.													
8.													Assume all distance criteria are met (i.e., level 1-10',
9.													level 2-15')
10.													
11.													
12.													
13.													
14.													
15.													

CAN

NAME _____

DATE _____

CLASS PERFORMANCE SCORE SHEET

PERFORMANCE OBJECTIVE: Catch

SCORING

Assessment:
X = Achieved
O = Not achieved

Reassessment:
Ø = Achieved
Ø = Not achieved

FOCAL POINTS — STD.

1 Trap or Catch — 2/3 times
- a Eyes Focused on Ball — 2/3 times
- b Trap or Catch

2
- a Preparatory Position
- b Arm Extension
- c Hands Contact Ball — 2/3 times
- d Arms Absorb Force
- e Smooth Integration

3 Move into Position — 2/3 times

4 Primary Responses*

*PRIMARY RESPONSES

N - Nonattending
NR - No response
UR - Unrelated response
O - Other (specify in comments)

NAME	1	a	b	a	b	c	d	e	3	4	Primary Responses*	COMMENTS
1.												
2. Student 1, clip 4												
3.												Assume all distance criteria are met (i.e., level 1 - 3-5', level
4. Student 2, clip 4	[redacted]											2 - 6', level 3 - 15')
5.												
6. Student 3, clip 4	[redacted]											
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14. 93												
15.												

94

I CAN

CLASS PERFORMANCE SCORE SHEET

PERFORMANCE OBJECTIVE: Overhand Throw

SCORING

Assessment:
X = Achieved
O = Not achieved

Reassessment:
⊠ = Achieved
Ø = Not achieved

FOCAL POINTS	STD.
a Overhand Motion	10 ft. distance, 2/3 times
b Ball Release	
a Eyes on Target	20 ft. target at
b Overhand Motion	15 ft., 2/3 times
a Arm Exten./Side Orient.	
b Weight Transfer	2/3 times,
c Hip and Spine Rotation	
d Follow Through	
e Smooth Integration	
Angle of Release 45°	age/sex norm., 2/3 times
Accuracy	8 ft. target at 50 ft., 2/3 times
Primary Responses*	

***PRIMARY RESPONSES**

N - Nonattending
NR - No response
UR - Unrelated response
O - Other (specify in comments)

NAME	1 a	1 b	2 a	2 b	3 a	3 b	3 c	3 d	3 e	4	5	Primary Responses*	COMMENTS
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

APPENDIX D

Agreement Forms

Teacher
Regional Cluster Coordinator
Student Release Form

MICHIGAN STATE UNIVERSITY
FIELD SERVICE UNIT IN PHYSICAL EDUCATION
AND RECREATION FOR THE HANDICAPPED
DEMONSTRATION PROGRAM
LETTER OF AGREEMENT

The following statements represent teacher selection criteria and an agreement between teachers, school administration, and the Field Service Unit staff at Michigan State University.

The participating teacher(s) will:

1. Be flexible, innovative, committed, artful, systematic, and organized.
2. Be willing to commit the time and energy necessary to impoement the I CAN program as intended.
3. Agree to complete the forms required to properly evaluate the program.
4. Agree to teach at least one (1) class twice a week for 30 minutes per session or the equivalent for a 6-month time period using I CAN materials.
5. Agree to occasional observers.
6. Agree to participate in 2 videotaping sessions.
7. Agree to attend a 1-day training workshop.

The school district administration will:

1. Agree to involvement as an I CAN site.
2. Provide for a minimum of 30 minutes of scheduled physical education time twice weekly or equivalent time for at least the specified 6-month period.
3. Be willing to supply clearance and selected information on each child to participate in the demonstration program.
4. Agree to the presence of occasional observers in the class.
5. Provide release time for each teacher to attend two videotaping sessions.
6. Provide approximately 30 minutes release time for each teacher to discuss his/her program on each I CAN consultation visit (total 240 minutes maximum).
7. Provide release time for teachers to obtain one day of training.

The Field Service Unit staff will:

1. Provide a 1-day workshop for participating teachers, aides, and administrators.
2. Provide individualized sessions on program implementation for each teacher.
3. Where desired, provide the district with up to $90.00 towards the expense of releasing each teacher for 3 service days.
4. Provide selected I CAN instructional materials.
5. Provide ongoing consultation and input on instructional matters.

Confidentiality of Personally Identifiable Information

1. All student data collected will be related to skill performance on curriculum-embedded performance measures, including age, attendance, and type of handicap.
2. All student data will be recorded and analyzed by use of a coded identification number to insure the confidentiality of information regarding individuals.
3. A signed letter of consent for each student to participate will be obtained from the parent or guardian prior to any data collection.

LETTER OF AGREEMENT

We have reviewed the previous considerations and find them in congruence with the educational objectives of _____
Site/School

_____ _____
Mailing Address Phone

We further agree to participation in the I CAN Preschool Program as outlined above.

Signed:_____ Signed:_____
Authorized Administrator Field Service Unit Representative

_____ _____
Address Date

_____

_____
Date

Field Service Unit in Physical Education and Recreation for the Handicapped

Janet A. Wessel, Ph.D., Director
Room 135 Women's I.M. Building
Michigan State University
East Lansing, Michigan 48824

Signed:_____
Teacher

_____
Date

REGIONAL CLUSTER COORDINATOR

STATEMENT OF WORK AND LETTER OF AGREEMENT

Letter of agrement between the Regional Cluster Coordinator and Michigan State University.

The Consultant agrees to perform the following services:

1. Recruit 2 physical education and 2 regular classroom teachers who teach physical education to their TMI students and meet the following conditions:

   a. Similar geographic settings.

   b. Similar educational settings.

2. Conduct 1-day training session for teachers.

3. Conduct 1/2-day orientation session for 2 teachers.

4. Provide follow-up assistance to teachers as specified in the I CAN Training Model.

5. All training sessions will follow format specified by MSU Training Model.

6. Secure space for training sessions.

7. Distribute all necessary instructional materials, evaluation forms to teachers.

8. Collect all data and mail to MSU.

9. Coordinate all activities in the geographical region including distribution of funds to teachers and school districts.